

Delaware Division of Libraries

Library Services and Technology Act (LSTA)

Grants to States Program Implementation Evaluation

Federal Fiscal Year 2018 - Federal Fiscal Year 2022

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Dr. Annie Norman,

State Librarian and Director

Delaware
Division of **Libraries**



TABLE OF CONTENTS

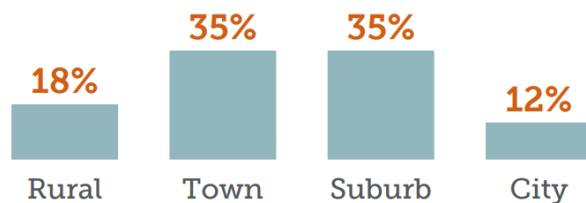
EVALUATION SUMMARY	1
EVALUATION REPORT	6
<i>Evaluation Introduction</i>	6
<i>Goal 1 Retrospective Assessment - Institutional Capacity</i>	9
<i>Goal 2 Retrospective Assessment - Information Access</i>	12
<i>Goal 3 Retrospective Assessment - Lifelong Learning</i>	17
<i>Retrospective Assessment Questions A-2 and A-3</i>	21
<i>Process Questions B-1, B-2, and B-3</i>	22
<i>Methodology Questions C-1, C-2, C-3, and C-4</i>	23
APPENDICES	30
<i>Appendix A: Acronyms</i>	30
<i>Appendix B: Interviewees/ Focus Groups</i>	32
<i>Appendix C: Bibliography of Documents Reviewed</i>	34
<i>Appendix D: Focus Group Questions</i>	36
<i>Appendix E: Web-Survey Instrument</i>	38
<i>Appendix F: Measuring Success Crosswalk Table</i>	42
<i>Appendix G: Targeted Audiences Crosswalk Table</i>	43
<i>Appendix H: Expenditure Tables</i>	44
<i>Appendix I: Web-Survey Report</i>	45
<i>Appendix J: Mapping Delawarean's Basic Needs</i>	50
<i>Appendix K: DDL Strategy Map</i>	56

EVALUATION SUMMARY

Summary Introduction

The 2019 Public Libraries Survey (PLS) reported that Delaware had a total of 21 public library jurisdictions employing 130.95 full-time equivalent (FTE) staff categorized as librarians (67.01 FTE are reported as having an American Library Association (ALA) accredited Master's degree).

Public Library Outlets by Locale



Similarly, the Academic Libraries Survey (ALS) reported that 7 institutions of higher education employ 96.00 FTE librarians.

According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EiSi), Delaware's 44 public school districts employ 109.00 full-time librarians.

The total FTE public library staff is about 361 in all 33 outlets (both main libraries and branches - additional service is provided by two bookmobiles). The majority of Delaware's public libraries are either in suburban or small town environments (35% each). Public library staff accounts for the majority of library staffing overall in the First State.

Understanding the diverse nature of Delaware is essential to understanding the State's library services. In many ways, Delaware is a microcosm of the United States. While Delaware's largest city (Wilmington) is a small city (2020 Census population of 70,898), it is an old, ethnically and racially diverse urban area that shares many of the issues that face much larger communities. The majority of the balance of the population in New Castle County (the northernmost of Delaware's three counties) is suburban in character. Sussex County, the southernmost county, is home to rural agricultural areas as well as to wealthy beachfront resort communities. The third county, Kent, is home to the State Capital and the Dover Air Force Base and has a unique character of its own. The challenges that accompany meeting the wide assortment of library and information needs that exist in Delaware are obvious.

Given Delaware's population of 989,948¹, the state's annual Library Services and Technology Act (LSTA) Grants to States² program allotment from the Institute of Museum and Library

¹ United States Census Bureau, Decennial Census (April 1, 2020)

² The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

Services (IMLS) of approximately \$1.12³ million per year translates into \$1.13⁴ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Delaware's approximately one million residents. The Delaware Division of Libraries' (DDL) challenge is to find ways to make \$1.13 per person transformative in terms of library services, to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are three goal statements in the **2018-2022 Library Services and Technology Act (LSTA) Plan**. They are:

GOAL 1: INSTITUTIONAL CAPACITY – All Delawareans are served by online services and local libraries that are technologically advanced and employ knowledgeable and community-focused staff members who incorporate the best professional practices to deliver high quality library services.

GOAL 2: INFORMATION ACCESS - All Delawareans have convenient access to the quality information resources they need to succeed in school and at work and to fulfill their personal goals.

GOAL 3: LIFELONG LEARNING – All Delawareans reach their full potential in the 21st century.

Two things are important to note in regard to DDL's approach to strategic planning and to its use of LSTA funding. First, Delaware views all funding sources, including their LSTA Grants to States allotment, as serving a unified set of goals and objectives. Delaware's LSTA five-year plan is simply a subset of the larger statewide plan. The overall statewide plan is captured in a strategy map that synthesizes DDL's action plan involving all sources of funding including LSTA. This strategy map can be found in Appendix K, it is the latest version of a longstanding strategy that has guided Delaware for two decades now and has evolved over this period. Secondly, although three goals are stated in the LSTA five-year plan, Goal 3 - Lifelong Learning - *All Delawareans reach their full potential in the 21st century* - is really the overarching purpose that stands behind everything that DDL does. Efforts directed toward increasing Institutional Capacity and enhancing Information Access are ultimately designed to impact the lives of Delawareans as they strive to reach their full potential.

³ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁴ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Retrospective Question A-1 Summary

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the Delaware State Librarian and the DDL's LSTA Coordinator to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in the Delaware Division of Libraries' 2018-2022 five-year LSTA plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the five-year plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved. Furthermore, it was noted that the goals outlined in Delaware's five-year plan are highly aspirational. Looking at Goal 3 (*All Delawareans reach their full potential in the 21st century*) underscores the point that fully achieving the goals set forth is unlikely, if not impossible. That said, the evaluators believe that an assessment of **PARTLY ACHIEVED** can and should be considered a notable accomplishment.

Table 1 offers a summary of both the Delaware Division of Libraries' internal assessment and the evaluators' conclusions.

Table 1 - Delaware Division of Libraries' and Evaluators' Assessment of Achievement		
GOAL	Delaware Division of Libraries' Internal Assessment	Evaluators' Assessment
GOAL 1: INSTITUTIONAL CAPACITY – All Delawareans are served by online services and local libraries that are technologically advanced and employ knowledgeable and community-focused staff members who incorporate the best professional practices to deliver high quality library services.	Partly Achieved	Partly Achieved
GOAL 2: INFORMATION ACCESS - All Delawareans have convenient access to the quality information resources they need to succeed in school and at work and to fulfill their personal goals.	Partly Achieved	Achieved
GOAL 3: LIFELONG LEARNING – All Delawareans reach their full potential in the 21st century.	Partly Achieved	Partly Achieved

Evaluators' Goal 1 Summary

GOAL 1: INSTITUTIONAL CAPACITY – All Delawareans are served by online services and local libraries that are technologically advanced and employ knowledgeable and community-focused staff members who incorporate the best professional practices to deliver high quality library services.

The evaluators believe that Delaware's *Professional Development* project is exemplary. DDL provides an extraordinary array of quality training opportunities that are closely aligned with the objectives of all of its LSTA five-year plan goals. Nevertheless, the highly-aspirational nature of Goal 1 means that it will never fully be achieved. Therefore, the evaluators conclude that Delaware Division of Libraries has only **PARTLY ACHIEVED** Goal 1 in spite of exceptional effort and accomplishment..

Evaluators' Goal 2 Summary

GOAL 2: INFORMATION ACCESS - All Delawareans have convenient access to the quality information resources they need to succeed in school and at work and to fulfill their personal goals.

In the introduction to the summary version of the evaluation, it was noted that Delaware's LSTA five-year plan goals are highly aspirational. Of the three goals, Goal 2 is the most concrete in that it refers to **convenient access** to the quality information resources. The evaluators believe that the comprehensive *Delaware Library Consortium* project more than meets this criteria. The combination of activities such as the Delaware Library Catalog, the transit/courier delivery system, network support and the Delaware Collections/Delaware Heritage Collection effort together are accomplishing Goal 1 each and every day. While the evaluators wish that DLAS outreach efforts were more robust and that this project was moving more aggressively toward Duplication of Demand (DoD), we also find that the program is now trending in a positive direction. The evaluators conclude that Delaware Division of Libraries has **ACHIEVED** Goal 2.

Evaluators' Goal 3 Summary

LIFELONG LEARNING – All Delawareans reach their full potential in the 21st century.

While it is unrealistic to think that the highly aspirational Goal 3 will ever be fully achieved, the evaluators believe that the promise of the *Delaware Communities of Excellence* project alone, which brings together all three of the value components presented earlier (literacy, reading, partnerships) is sufficient to determine that Goal 3 is being partly achieved. The evaluators conclude that Delaware Division of Libraries has **PARTLY ACHIEVED** Goal 3.

Retrospective Question A-2 Summary

As was mentioned earlier, Goal 3 - Lifelong Learning - *All Delawareans reach their full potential in the 21st century* - is really the overarching purpose that stands behind everything

that DDL does. Therefore, it is not surprising that the Lifelong Learning focal area is identified on four of the seven LSTA-funded projects undertaken by DDL during the period of time covered by this evaluation (*Delaware Libraries Social Infrastructure & Social Innovation*, *Delaware Communities of Excellence*, *Summer Library Reading Program*, and one simply titled *Lifelong Learning*). In each of these instances, “Improve users’ general knowledge and skills” is cited as the related intent. The Information Access focal area is central in two of the seven projects (*Delaware Library Consortium* and *Delaware Library Access Services*) with the intent of one of the projects being “Improve users’ ability to discover information resources” and the intent of the other to “Improve users’ ability to obtain and/or use information resources.” Taken together, the intents of these two projects create a system of locating relevant information, gaining access to the information and finally, applying the information. Note that the resulting system feeds directly back to the Lifelong Learning focal area - the rationale for providing the finding mechanism and delivering the information in a variety of different formats is to facilitate learning.

The last of the seven projects undertaken - *Professional Development*, focuses on Institutional Capacity and is intended to “Improve the library workforce.” However, once again, a closer look at the specifics of the activities carried out eventually takes us back to affording the residents of Delaware to reach their full potential through equitable and comprehensive access to library and information resources and programming.

It should also be noted that DDL carried out a significant project with a Lifelong Learning focus (*Delaware Libraries Social Infrastructure & Social Innovation*) that had direct impacts related to Economic and Employment Development and Human Resources. The provision of online employment resources, a partnership with the Delaware Money School to provide virtual money management training, and the placement of telehealth kiosks in three libraries were directly related to the “Improve users’ ability to use resources and apply information for employment,” the “Improve users’ ability to apply information that furthers their personal or family health & wellness,” and the “Improve users’ ability to apply information that furthers their personal, family or household finances” intents.

Retrospective Question A-3 Summary

Only one project, *Delaware Library Access Services*, which is Delaware’s implementation of the Library of Congress’ National Library Service for the Blind and Print Disabled program, qualifies as being a substantial focus on the basis of percentage of expenditure specified by IMLS in the evaluation guidelines.

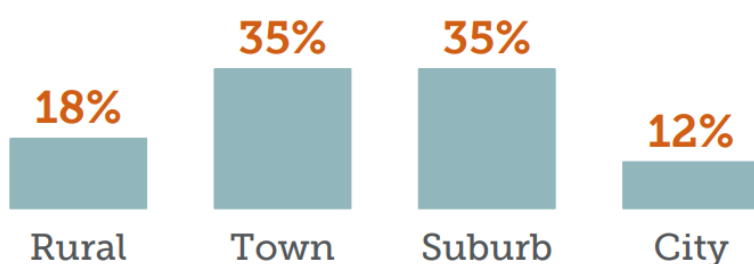
DDL will publicize the evaluation report broadly and post it on its website. The evaluators used a mixed methods approach to complete the DDL LSTA Evaluation FFY 2018 - FFY 2022.

EVALUATION REPORT

Evaluation Introduction

The 2019 Public Libraries Survey (PLS) reported that Delaware had a total of 21 public library jurisdictions employing 130.95 full-time equivalent (FTE) staff categorized as librarians (67.01 FTE are reported as having an American Library Association (ALA) accredited Master's degree).

Public Library Outlets by Locale

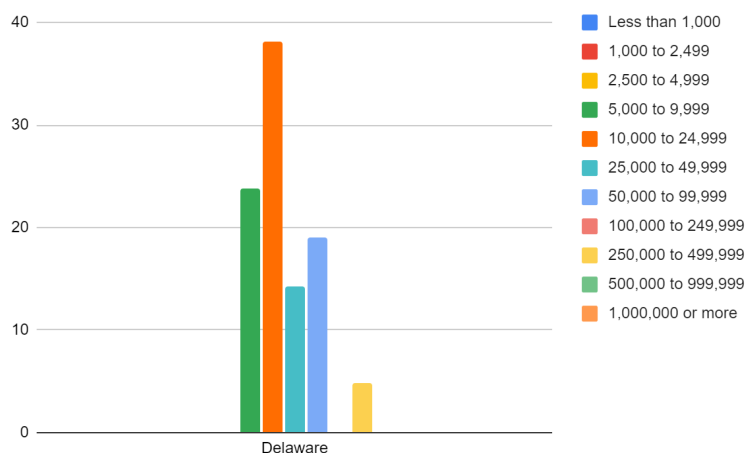


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The total FTE public library staff is about 361 in all 33 outlets (both main libraries and branches - additional service is provided by two bookmobiles). The majority of Delaware's public libraries are either in suburban or small town environments (35% each). Public library staff accounts for the majority of library staffing overall in the First State.

PLS Table 1A. Percentage distribution of public libraries, by population of legal service area and state: FY 2019



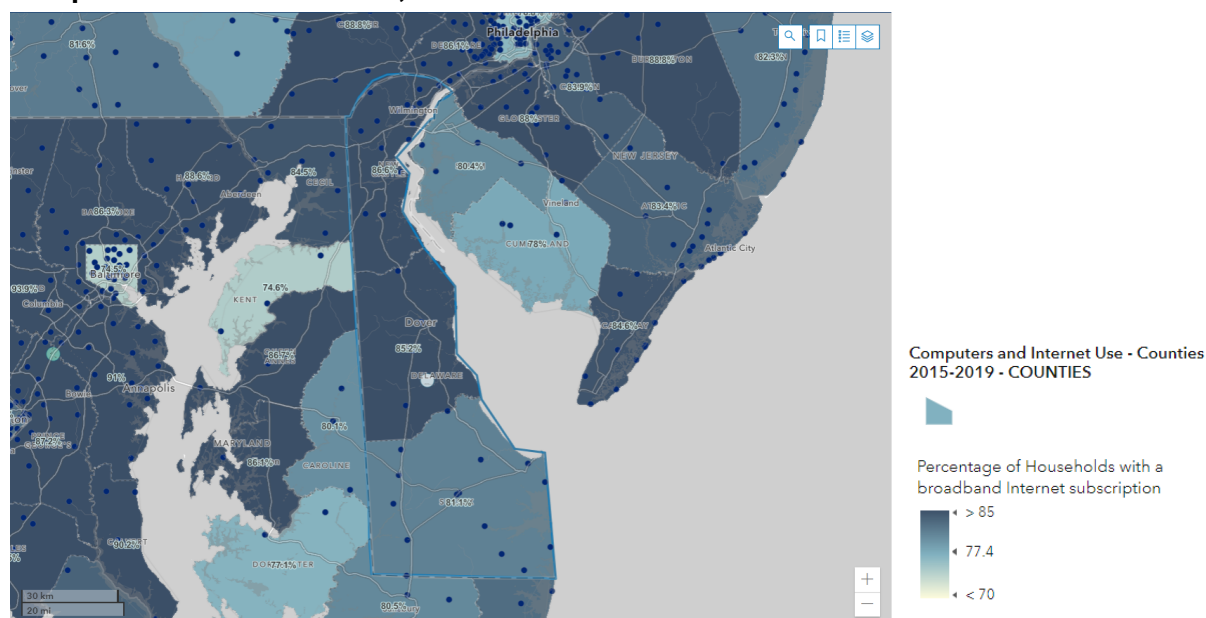
Understanding the diverse nature of Delaware is essential to understanding the State's library services. In many ways, Delaware is a microcosm of the United States. While Delaware's largest city (Wilmington) is a small city (2020 Census population of 70,898), it is an old, ethnically and racially diverse urban area that shares many of the issues that face much larger

communities. The majority of the balance of the population in New Castle County (the northernmost of Delaware's three counties) is suburban in character. Sussex County, the southernmost county, is home to rural agricultural areas as well as to wealthy beachfront resort communities. The third county, Kent, is home to the State Capital and the Dover Air Force Base and has a unique character of its own. The challenges that accompany meeting the wide assortment of library and information needs that exist in Delaware are obvious.

DDL has initiated an effort to map Delawarean's Basic Needs. In the brief included in Appendix J we see:

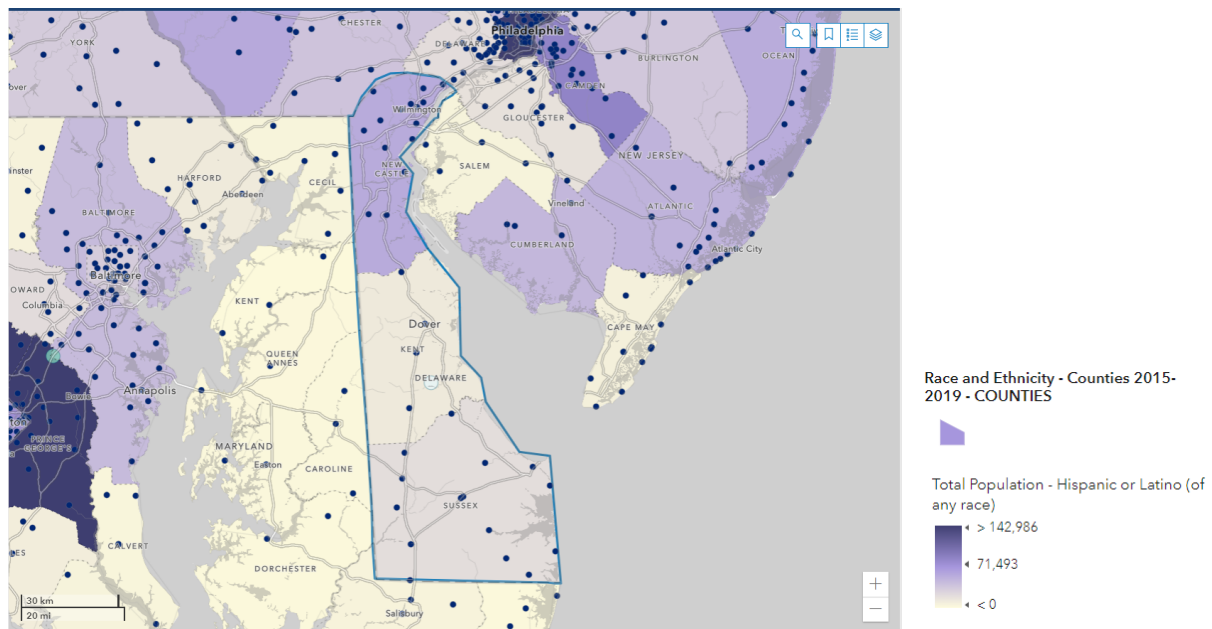
the culmination of the Institute for Public Administration's work with the Delaware Manufacturing Extension Partnership. Prepared for the Delaware Division of Libraries (DDL), this brief begins by describing the current process to accessing social services in Delaware, the barriers for accessing services, and recommendations to streamline service provision. This work was completed through the lens of Delaware librarians, who serve as liaisons between the general public and the social services they seek. The brief is meant to update partner organizations on the current work of Delaware Libraries and seek out partners' engagement moving forward.

Computers and Internet Use, PLS and ACS Data Viewer⁵

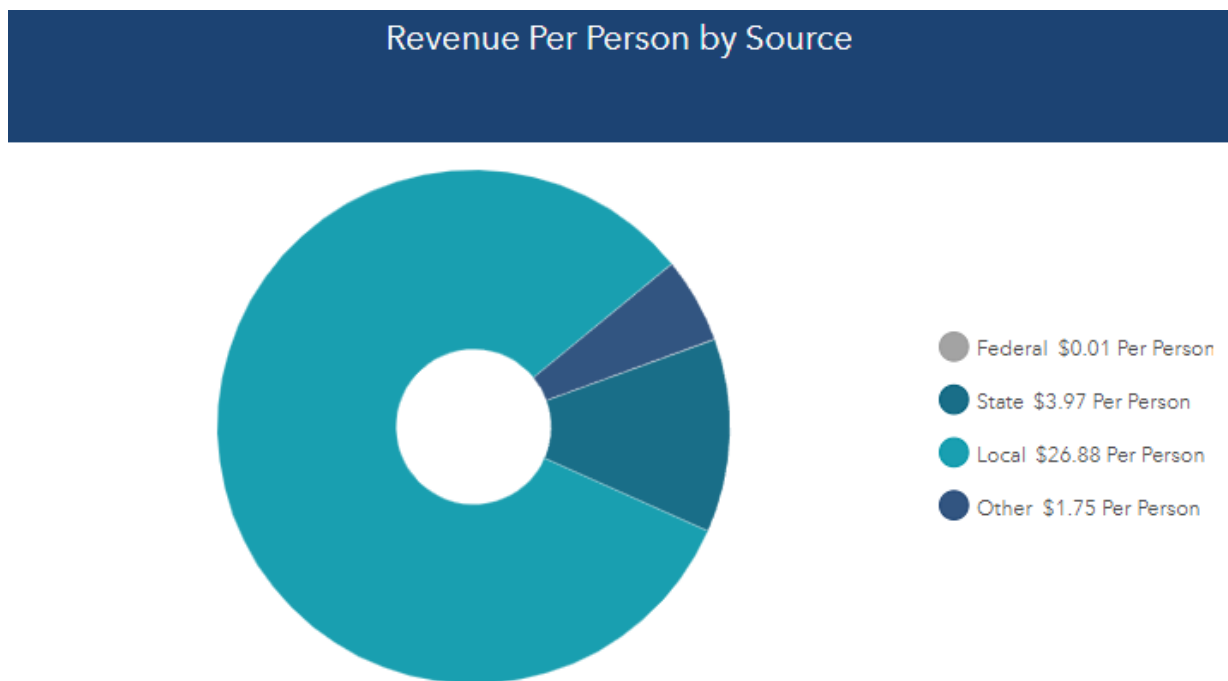


⁵ <https://experience.arcgis.com/experience/8615879a13774badaa6c9f477371205b/>

Race and Ethnicity, PLS and ACS Data Viewer



The northern part of the state has heavier computer and internet use as the American Community Survey (ACS) data show and it also is more diverse in terms of race and ethnicity given its more suburban settings.



Given Delaware's population of 989,948⁶, the state's annual Library Services and Technology Act (LSTA) Grants to States⁷ program allotment from the Institute of Museum and Library Services (IMLS) of approximately \$ 1.12⁸ million per year translates into \$ 1.13⁹ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Delaware's approximately one million residents. The Delaware Division of Libraries' (DDL) challenge is to find ways to make \$ 1.13 per person transformative in terms of library services, to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are three goal statements in the **2018-2022 Library Services and Technology Act (LSTA) Plan**. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described. Finally, the evaluators' assessment of whether each goal has been achieved, PARTLY achieved, or not achieved is presented.

Goal 1 Retrospective Assessment - Institutional Capacity

GOAL 1: INSTITUTIONAL CAPACITY – All Delawareans are served by online services and local libraries that are technologically advanced and employ knowledgeable and community-focused staff members who incorporate the best professional practices to deliver high quality library services.

Goal 1 Description and Discussion

Following is the title of the project and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Professional Development	\$175,653.38
GOAL SUBTOTAL	\$175,653.38

Goal 1 expenditures represent 5.52% of Delaware's total LSTA allotment for the FFY 2018 – FFY 2020 period. The project undertaken to further this goal is discussed below:

⁶ United States Census Bureau, Decennial Census (April 1, 2020)

⁷ The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

⁸ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁹ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Although only one project, *Professional Development*, has been reported under Goal 1 (Institutional Capacity), numerous activities categorized as Goal 2 (Information Access) initiatives serve to contribute to increasing the ability of local libraries to serve the public. Most notably among these other initiatives is the *Delaware Library Catalog* (DLC), which encompasses 72 libraries of all types including all public libraries and DDL. A “transit” (courier delivery) system that clearly adds to the capacity of libraries to serve the public is also part of the DLC activity. These and other Goal 2 projects and activities advance Goal 1 objectives.

The screenshot shows the DelawareLibraries.org website. At the top, there is a navigation bar with the site name and several icons (magnifying glass, group of people, gear, flame, and a bird). On the right side of the navigation bar are icons for a graduation cap, a question mark, and a user profile. Below the navigation bar is a search bar with a magnifying glass icon. To the right of the search bar is a 'Categories' sidebar with a close button (X). The main content area displays a grid of tutorial cards. The first card is titled 'SOFTWARE APPLICATIONS' and features a 'Bitmoji Classroom Tutorial'. The second card features the ALCTS logo and is titled 'Book Repair Basics for Libraries'. The third card features the EveryLibrary logo and is titled 'Build Support For Your Library Before You Need It: Understanding Surfacing'. The fourth card features the EveryLibrary logo and is titled 'Building a Library Coalition'. The fifth card features the Southeast Collaborative 2020 Online Conference logo and is titled 'Celebrating Inclusion and Diversity in Storytime'. The sixth card features the ALCTS logo and is titled 'Changes from AACR2 to RDA. Part 1'. The 'Categories' sidebar lists the following categories: 'All tutorials', 'NEW TUTORIALS!', 'Essential - Customer Service', 'Essential - Dewey/Maslow Framework', 'Administration', 'Administration - EveryLibrary', 'Collections - Cataloging', 'Collections - Collection Development', 'Patron Assistance - Children's Services', 'Patron Assistance - Circulation', 'Patron Assistance - Digital Literacy', 'Patron Assistance - Entrepreneurship/Micro-businesses', 'Patron Assistance - Health & Wellness', 'Patron Assistance - Job & Careers', 'Patron Assistance - Programming', and 'Patron Assistance - Reference'.

Professional Development

As was noted earlier, Delaware’s LSTA five-year plan takes a holistic approach to services. Each of the three goals in the plan are tightly intertwined. DDL has used a balanced scorecard

approach to strategic planning for more than a decade that makes a clear connection between and among the six “perspectives” that frame the plan. The perspectives are: Financial, Leadership and Governance, Human Resources, Organizational Effectiveness, Products and Services, and Customer. All contemplated activities and initiatives are examined under each of these filters. DDL’s implementation of its *Professional Development* project clearly demonstrates this concept in that staff development offerings are assessed through the lenses of the products and services offered and the ultimate impact on the user rather than as a standalone opportunity that is evaluated on just a cost basis.

This approach also serves to integrate the goals. In short, The Professional Development project and activities under the Institutional Capacity goal (Goal 1) further the objectives of the Institutional Capacity (Goal 2) and Lifelong Learning (Goal 3) goals. A review of topics that have been the subject of webinars, in-person training, and LibGuides underscore this connection. The topics covered tie directly to initiatives carried out in support of other goals. Examples include webinars related to the *Delaware Communities of Excellence* project, links to resources related to the *Summer Library Reading Program*, and in-person training in using CONTENTdm software used in the “Delaware Heritage Collection” activity that is part of the *Delaware Library Consortium* project.

Fortunately, DDL’s staff development infrastructure was well-suited to respond to the COVID-19 (Coronavirus Disease 2019) challenge. Efforts such as the Delaware Libraries Staff Academy had already been built using Niche Academy as a platform. A well-organized, easy to use, robust array of offerings were easily accessible to respond immediately to the explosive demand for virtual staff development activities that emerged as libraries closed their doors and sought productive ways to utilize staff resources. As the pandemic emerged, DDL reported a 297.67% increase in the number of learners and a 119.57% increase in the number of learning opportunities provided or sponsored by the state library agency.

Year	Delaware Professional Development	
	Number of Formal Learning Opportunities	Number of Learners
Calendar 2019	92	1,201
Calendar 2020	202	4,776
Percentage Difference	119.57%	297.67%

A review of the staff development offerings available online through DDL and of the sources of webinars, courses, and resource materials reveals the comprehensive nature of DDL’s staff development efforts. Content is drawn from professional organizations (not just in the library field), other SLAAs, and providers such as WebJunction, Library Juice Academy, and a host of other quality sources.

One respondent to the web survey that the evaluators conducted with the Delaware library community between October 18 - December 2, 2021 commented that:

“I was able to take more professional development classes than I normally have time for during the Covid library closure.”

Another simply said:

“Professional Development - EXCELLENT!”

LSTA funds were also used to underwrite participation by DDL and local library directors and staff in state-level, regional, and national professional conferences. This participation actually increased as more conferences provided a virtual option as an alternative to in-person attendance.

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did DDL’s Five-Year Plan activities make progress towards Goal 1?

The evaluators believe that Delaware’s *Professional Development* project is exemplary. However, the highly aspirational nature of Goal 1 means that it will never fully be achieved. Therefore, the evaluators conclude that Delaware Division of Libraries has only **PARTLY ACHIEVED** Goal 1 in spite of extraordinary effort and accomplishment..

Goal 2 Retrospective Assessment - Information Access

GOAL 2: INFORMATION ACCESS - All Delawareans have convenient access to the quality information resources they need to succeed in school and at work and to fulfill their personal goals.

Goal 2 Description and Discussion

Following are the titles of the projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Delaware Library Consortium	\$1,635,026.68
Delaware Library Access Services	\$342,499.82
GOAL SUBTOTAL	\$1,977,526.50

Goal 2 expenditures represent 62.20% of Delaware's total LSTA allotment for the FFY 2018 – FFY 2020 period. Two projects were undertaken to further this goal, *Delaware Library Consortium* and *Delaware Library Access Services*; they are discussed below:

Delaware Library Consortium

In the form of the *Delaware Library Consortium*, Delaware has achieved what most states only dream to accomplish. The Library Consortium is the umbrella for a cluster of related activities that together offer a seamless network that includes technical support for a robust technology infrastructure, an online library card application process, a fully integrated library system (ILS)/resource sharing platform, an efficient courier system for the physical delivery of materials between and among libraries, and a framework for creating and providing access to locally generated digital content.

The heart of the Consortium is the Delaware Library Catalog (DLC), which has been statewide since 2010. A total of 72 libraries of all types participate in the catalog. This includes all 35 public library outlets (2 bookmobiles as well as main libraries and branch libraries), 19 school libraries, 6 academic libraries, 11 special libraries, and the state library agency itself.¹⁰ The catalog provides state residents with seamless access to e-content including OverDrive resources, other e-content, and physical collections. The catalog now includes more than 3.2 million items. A “transit” (courier delivery) system makes access to physical materials possible between and among Consortium member libraries.

DLC Membership (72 libraries):

Academic: 6 libraries (4 DTCC, Wesley, WilmU)

Public: 33 libraries + 2 bookmobiles

Kent - 6 (Dover, Harrington, Kent County, Kent bookmobile, Milford, Smyrna)

New Castle - 15 (Appoquinimink, Bear, Brandywine, Claymont, Corbit, DE City, Elsmere, Hockessin, Kirkwood, N Wilm, New Castle, Newark, Route 9, Wilmington, Woodlawn)

Sussex - 14 (Bridgeville, Delmar, Frankford, Georgetown, Greenwood, Laurel, Lewes, Millsboro, Milton, Rehoboth, South Coastal, Seaford, Selbyville, Sussex bookmobile)

School: 19 libraries

Aspira, Campus Community, 12 Colonial schools, DCHS, Salesianum, Sussex Academy, Sussex Tech, TECS

¹⁰

Special: 11 libraries

Barratts, Biggs, DAM, DE Archives, DHSS, DLAS, Ft Delaware, Legislative Hall, Lewes Historical, NCC Department of Community Services, Sussex Department of Libraries

DDL itself for a total of 72 libraries.

Technical support for a robust network infrastructure ensures high-speed access at libraries. All public libraries in Delaware now have at least 1 Gbps service with four (4) backbone circuits capable of 10 Gbps. This network supported more than 1 million public library public access PC sessions in 2020. While LSTA funding isn't used for the infrastructure itself, it does ensure that technical support for the network is available. This support proved invaluable as the COVID-19 pandemic emerged in that it allowed for the expedited installation of "Public Library Parking Lot Wireless" on a statewide basis.

Another component of the Delaware Library Consortium is the "Delaware Heritage Collection". This initiative enables Consortium members to become involved in the digitization of collections of local and statewide significance. Support is provided by offering: 1) Guidance in digitization practices, 2) Access to and training in using the CONTENTdm software, and 3) Storage in the OCLC Digital Archive for all files contributed to the Delaware Collections. An exciting new development regarding Delaware Collections is the establishment of a Delaware/New Jersey hub for the Digital Public Library of America (DPLA). Delaware digitized items now total over 81,000 items (81,430 at the time the 2020 SPR was submitted).

Year	Delaware Collections (formerly the Delaware Heritage Collection)
	Number of Digitized Items
FFY 2018	79,894
FFY 2019	80,854
FFY 2020	81,430

A tremendous side benefit of having a statewide ILS is the ability to launch other smaller initiatives without the burden of creating a platform for them. Two truly notable examples of this are the Delaware Library Card Campaign and the Dewey Delaware program. The Delaware Library Card Campaign was launched in 2018 as an effort to promote literacy and to specifically target the 67% of Delaware fourth-graders who scored as less than proficient on standardized tests. The total of new applicants has now reached 16,593 including 620 new

children's cards issued during the heart of the pandemic. A special effort was made to reach children in disadvantaged areas with 1,000 yard signs promoting the program in areas identified as "book deserts." Another effort related to COVID-19 was the issuance of 10,678 virtual cards to children in three school districts that were engaged in remote learning.

Visit. Get. Download. Connect.



The continuance of the Dewey Delaware initiative, which was launched prior to the current five-year evaluation period, has also been facilitated by the existence of the Delaware Library Catalog. The project tracks circulation of materials and programming efforts using the Dewey Decimal system in an effort to provide libraries with information that they can use to inform their decisions regarding collection development and program offerings.

Delaware Library Access Services

Delaware Library Access Services is Delaware's implementation of the Library of Congress' (LOC) implementation of the National Library for the Blind and Print Disabled (NLS) program. The Delaware Division of Libraries coordinates talking book services on a statewide basis and contracts with the Free Library of Philadelphia for physical Braille materials.

In many ways, DLAS represents a very traditional talking books program. It has maintained connections with some of the primary public and private support and advocacy organizations (such as the Delaware Assistive Technology Initiative [DATI]) in the State and is attempting to develop a synergistic relationship with AIM (Accessible Instructional Materials) Delaware, which is a project funded by the Delaware Department of Education (DOE) to ensure that children with **print disabilities** in Delaware's public schools have access to accessible

instructional materials. DLAS has traditionally had a Consumer Advisory Group; however, this group's activities have been severely curtailed as a result of the COVID pandemic.

At the same time, the DLAS clientele has grown increasingly elderly and the number of active users of the program has fallen as more users have died or left the program than have initiated new service. The circulation of cartridges has dropped although there has been a healthy increase in the use of the Braille and Audio Reading Download (BARD) service. In the three years covered by the evaluation, there has been a decrease of approximately thirty percent (32.84%) in usership and a drop of nearly seventeen percent (16.72%) in circulation.

DELAWARE LIBRARY ACCESS SERVICES	FFY 2018	FFY 2019	FFY 2021	TOTAL FY 2018 - FY 2021	Percentage Difference FFY 2018 - FFY 2020
Braille Readers (Individuals)	9	14	4	46	-55.55%
Cartridge Readers (Individuals)	1,074	1,050	685	2,824	36.21%
BARD Braille Readers (Individuals)	26	17	20	84	-23.08%
BARD Audio Readers (Individuals)	144	135	145	562	-0.69%
Braille Circulation (excluding magazines)	184	122	41	850	-77.72%
Cartridge Circulation (excluding magazines)	29,653	25,560	20,155	104,339	-32.03%
BARD Audio Downloads (Books Only)	9,861	11,264	12,840	45,209	+30.21%
TOTAL Readers*	1,253	1,216	854		-31.84%
TOTAL Circulation	39,842	37,081	33,181		-16.72%
Estimated State Population	965,479	973,764	989,948		
Readers as a Percentage of State Population	0.13%	0.08%	0.08%		
Circulation per Reader	30.74	45.03	38.59		

While some other states have experienced increased cartridge circulation as the result of the implementation of LOC/NLS' Duplication on Demand (DoD) program, Delaware has not yet crossed that threshold. In fact, while some states have completed the NLS recall process designed to eliminate single title cartridges with individual cartridges that are user-demand-downloaded with up to ten titles each, Delaware still reported adding 2,240 new

titles and 3,400 new volumes to its collection. The recall and DoD timetable is not within DDL's control since implementation of both efforts nationally have been on a rolling basis.

The evaluators wish to make it clear that standard talking book offerings have been provided and that current active users are pleased with the service provided by DLAS staff. In fact several of the users of the program specifically praised individual staff members for their willingness to go above and beyond the call of duty in meeting their needs. Some words selected by consumers of the program to describe staff were "very patient," "amazing," and "I can't say enough good about them." The impact of the program on individual readers is also unquestionable. One user of the program called it "life-altering" and said "I'd be nuts without it." The adult daughter of a talking book user who was interviewed spoke to the impact of the program on caregivers. "I'm completely thankful that she has this program in her life. It's her main source of entertainment and she can do most of it on her own. It's a tremendous benefit and comfort to me knowing that she's enjoying her life while I get a respite to live mine."

There are also new indications that DDL is becoming more proactive in its outreach efforts. Its recent connection to the AIM program promises to expand usership to include a younger and more diverse audience. Another bright spot regarding DLAS is that, unlike most other states, the delivery of talking books on cartridges never shut down during the pandemic. DLAS staff arranged to operate with a single individual onsite and maintained service, albeit at a reduced level.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did DDL's Five-Year Plan activities make progress towards Goal 2?

In the introduction to the summary version of the evaluation, it was noted that Delaware's LSTA five-year plan goals are highly aspirational. Of the three goals, Goal 2 is the most concrete in that it refers to **convenient access** to the quality information resources. The evaluators believe that the comprehensive *Delaware Library Consortium* project more than meets this criteria. The combination of activities such as the Delaware Library Catalog, the transit/courier delivery system, network support and the Delaware Collections/Delaware Heritage Collection effort together are accomplishing Goal 1 each and every day. While the evaluators wish that DLAS outreach efforts were more robust and that this project was moving more aggressively toward DoD, we also find that the program is now trending in a positive direction. The evaluators conclude that Delaware Division of Libraries has **ACHIEVED** Goal 2.

Goal 3 Retrospective Assessment - Lifelong Learning

GOAL 3: LIFELONG LEARNING – All Delawareans reach their full potential in the 21st century.

Goal 3 Description and Discussion

Following is the title of the project and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

PROJECT TITLE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL
Delaware Libraries Social Infrastructure & Social Innovation	\$406,807.18
Lifelong Learning	\$404,460.43
Delaware Communities of Excellence	\$174,950.04
Summer Library Reading Program	\$83,895.16
GOAL SUBTOTAL	\$986,217.65

Goal 3 expenditures represent 31.02% of Delaware’s total LSTA allotment for the FFY 2018 – FFY 2020 period. The projects undertaken to further this goal are discussed below:

Over the three years included in this evaluation, DDL reported four projects under Goal 3 (Lifelong Learning). In FFY 2018, only one project, simply entitled *Lifelong Learning*, was logged into the SPR. This omnibus project included a variety of disparate elements including one activity entitled “Delaware Libraries Social Infrastructure & Social Innovation.” Again in FFY 2019, only one project was reported in the SPR. However, in this year, the single project was identified as *Delaware Libraries Social Infrastructure & Social Innovation* (as a project rather than as an activity) and it had a narrower focus than 2018’s *Lifelong Learning* project. *Delaware Libraries Social Infrastructure & Social Innovation* is again identified as a project in the FFY 2020 SPR along with two other projects: *Delaware Communities of Excellence* and *Summer Library Reading Program*. An activity entitled “Summer Library Challenge” appeared as an activity under the *Lifelong Learning* umbrella in FFY 2018.

While at first glance one might conclude that the mixture of projects and activities with similar titles is the result of inconsistent reporting, nothing could be further from the truth. After a careful examination of these programs in the context of Delaware’s overall plan of service, we contend that the mixture of similar themes and activities speaks to the fact that DDL focuses on their goals rather than on their projects.

Consequently, we believe that it is more effective to evaluate progress toward the objectives of Goal 3 not by looking at what was done in individual projects but rather, what was accomplished by carrying out a “family” of closely related and intertwined efforts. To fully understand what DDL has done in support of Goal 3, you must understand the values that

stand behind them. These values are clearly delineated in Delaware's **2018 - 2022 Library Services and Technology Act Plan**. They are:

- Libraries are essential in a democracy to ensure that citizens have equal access to information they need to form sound opinions and make informed decisions about their government.
- Libraries provide materials and programs to improve literacy, educational achievement, and lifelong learning.
- Libraries provide materials and programs to support individuals and communities in achieving their full potential.

Essentially, these values create a framework in which lifelong learning is not an end in itself. The evaluators are struck by the fact that every one of the IMLS' focal areas and intents could easily find a home within this set of values.

The short characterization of Goal 3 may be Lifelong Learning but, in essence, the goal is human beings reaching their full potential through literacy, reading, and other lifelong learning activities. The evaluators have already pointed out that Delaware's goals are highly aspirational. It is easy to argue that this goal is the most ambitious of all.

There are three characteristics that infuse all of the projects and activities undertaken in support of Goal 3. They are:

- Literacy
- Reading
- Partnerships

A summation of DDL's Goal 3 efforts might read:

1. Individuals must be literate in order to reach their full potential.
2. Being able to read (being literate) isn't sufficient. An individual must exercise that ability (by becoming an active reader).
3. No single entity can provide the framework within which the first two items can happen.

DDL's implementation of Goal 3 is an effort to build a robust statewide collaborative framework within which literacy, reading, and self-actualization can take place.

The ultimate question for the purpose of this evaluation is then, to what degree did Goal 3 deliver on its lofty dream that was captured in the vision statement included in the **2018 - 2022 Library Services and Technology Act (LSTA) Plan**?

While there are elements of building a literacy framework in each of the three years, in some ways the FFY 2020 *Delaware Communities of Excellence* project is the culmination of these efforts. DDL has effectively positioned itself to become the convenor and catalyst for literacy efforts on a statewide basis. Numerous smaller activities undertaken over the three year period provide small building blocks available to the State's libraries and other literacy partners. One example is the "Dewey Delaware" effort that links data gleaned from the "Delaware Library Catalog" to help inform decisions made by local libraries that enable them to build collections and programs that are relevant to the people that they serve. Another simple example is the "Delaware Library Card Campaign" that has proactively addressed the fact that disadvantaged children are less likely to have library cards and are therefore less likely to use them.

The integrated nature of Delaware's approach to planning is apparent in Goal 3. Not only are projects and activities within the goal connected, but projects and activities across the goals are linked. Organic growth is apparent within the Goal as the longstanding Delaware Partners effort matures in the *Delaware Libraries Social Infrastructure & Social Innovation* project and becomes a building block in creating the seamless *Delaware Communities of Excellence* project. Across the goals, *The Delaware Library Consortium* project's "Delaware Library Catalog" activity under Goal 2 makes it possible to implement the Delaware Library Card Campaign and online library card registration.

While it is unrealistic to think that the highly aspirational Goal 3 will ever be fully achieved, the evaluators believe that the promise of the *Delaware Communities of Excellence* project alone, which brings together all three of the value components presented earlier (literacy, reading, partnerships) is sufficient to conclude that Goal 3 is being partly achieved. We believe that this project may become one with national prominence and significance. Smaller "nuts and bolts" endeavors such as those undertaken in the "Summer Library Challenge" activity and support for the *Summer Library Reading Program* project simply underscore this conclusion.

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did DDL's Five-Year Plan activities make progress towards Goal 3?

While it is unrealistic to think that the highly aspirational Goal 3 will ever be fully achieved, the evaluators believe that the promise of the *Delaware Communities of Excellence* project alone, which brings together all three of the value components presented earlier (literacy, reading, partnerships) is sufficient to determine that Goal 3 is being partly achieved. The evaluators conclude that Delaware Division of Libraries has **PARTLY ACHIEVED** Goal 3.

Retrospective Assessment Questions A-2 and A-3

Retrospective Question A-2

A-2. To what extent did DDL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

As was mentioned earlier, Goal 3 - Lifelong Learning - *All Delawareans reach their full potential in the 21st century* - is really the overarching purpose that stands behind everything that DDL does. Therefore, it is not surprising that the Lifelong Learning focal area is identified on four of the seven LSTA-funded projects undertaken by DDL during the period of time covered by this evaluation (*Delaware Libraries Social Infrastructure & Social Innovation*, *Delaware Communities of Excellence*, *Summer Library Reading Program*, and one simply titled *Lifelong Learning*). In each of these instances, "Improve users' general knowledge and skills" is cited as the related intent. The Information Access focal area accounts is central in two of the seven projects (*Delaware Library Consortium* and *Delaware Library Access Services*) with the intent of one of the projects being "Improve users' ability to discover information resources" and the intent of the other to "Improve users' ability to obtain and/or use information resources." Taken together, the intents of these two projects create a system of locating relevant information, gaining access to the information and finally, applying the information. Note that the resulting system feeds directly back to the Lifelong Learning focal area - the rationale for providing the finding mechanism and delivering the information in a variety of different formats is to facilitate learning.

The last of the seven projects undertaken - *Professional Development*, focuses on Institutional Capacity and is intended to "Improve the library workforce." However, once again, a closer look at the specifics of the activities carried out eventually takes us back to affording the residents of Delaware to reach their full potential through equitable and comprehensive access to library and information resources and programming.

It should also be noted that DDL carried out a significant project with a Lifelong Learning focus (*Delaware Libraries Social Infrastructure & Social Innovation*) that had direct impacts related to Economic and Employment Development and Human Resources. The provision of online employment resources, a partnership with the Delaware Money School to provide virtual money management training, and the placement of telehealth kiosks in three libraries were directly related to the "Improve users' ability to use resources and apply information for employment," the "Improve users' ability to apply information that furthers their personal or family health & wellness," and the "Improve users' ability to apply information that furthers their personal, family or household finances" intents.

Retrospective Question A-3

A-3. Did any of the following groups represent a substantial focus for DDL's Five-Year Plan activities? (Yes/No)

Only one project, *Delaware Library Access Services*, which is Delaware's implementation of the Library of Congress' National Library Service for the Blind and Print Disabled program, qualifies as being a substantial focus on the basis of percentage of expenditure specified by IMLS in the evaluation guidelines. While many other projects undertaken by DDL have had significant impacts on specified groups including the Library Workforce, Families, Children, and Youth, these additional projects primarily target general audiences or fall substantially below the 10% expenditure threshold.

Delaware Library Access Services accounts for 10.77% of LSTA program expenditures in the period that includes FFY 2018, FFY 2019, and FFY 2020 and reaches several categories of individuals with disabling conditions. Foremost among these categories are individuals with visual impairments; however, changes in eligibility qualifications and a streamlining of the certification process has resulted in the yet fully unrealized potential of additional clients with other physical, print and reading disabilities.

Delaware also expends a significant portion of its LSTA funding on professional development. For the period from FFY 2018 - FFY 2020, expenditures aimed at the development of the library workforce amounted to 5.52% of the total.

Process Questions B-1, B-2, and B-3

Process Question B-1

B-1. How has DDL used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan?

The Delaware Division of Libraries prides itself on being a data-driven organization in pursuit of organizational excellence. Consequently both quantitative and qualitative data gleaned from a variety of sources including elements reported in the SPR are regularly mined and refined to inform decision making. Furthermore, Delaware also frequently compares the performance of its programs against those in other states (particularly against other Mid-Atlantic region states) using key Public Library Survey (PLS) data elements. The State Librarian serves on the IMLS Library Statistics Working Group (LSWG) and actively employs both data and methods highlighted in this forum/community of practice.

Process Question B-2

B-2. Specify any modifications DDL made to the Five-Year Plan. What was the reason for this change?

Delaware's LSTA Five-Year Plan for 2018 - 2022 was not amended - no formal changes were made; however, significant adjustments were made at the project and activity levels due to the COVID-19 pandemic. Many events that had originally been scheduled as in-person meetings were adjusted to accommodate new realities that involved virtual and hybrid models. Changes were particularly dramatic in regard to professional development activities, which experienced a year-to-year increase in participation of nearly 300% as libraries sought to maximize the value of work-at-home time.

Process Question B-3

B-3. How and with whom has DDL shared data from the SPR and from other evaluation resources? How has DDL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has DDL used this information throughout this five-year cycle?

Because Delaware's LSTA Five-Year Plan is thoroughly integrated with DDL's overall program of service, reports provided to the broader library and legislative communities are typically oriented toward the outputs and outcomes of the programs as a whole rather than on the results that are specifically generated by the expenditure of LSTA funds. Nevertheless, the Secretary of State's office, DDL's home in the state structure, and the Council on Libraries (COL), the official advisory body to the state library administrative agency, are frequently updated on programmatic activities and accomplishments. In addition, regular reports are made to the broader library community at regularly scheduled "Library Town Meetings (LTM)" that typically include directors and staff from all types of libraries as well as some public library trustees and Friends. Both COL meetings and the LTM gatherings are actively engaged in the five-year LSTA evaluation and planning processes.

Methodology Questions C-1, C-2, C-3, and C-4

Methodology Question C-1

C-1. Identify how DDL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator.

QualityMetrics was selected by the DDL to conduct its external evaluation based on the extensive experience Martha Kyrillidou and Bill Wilson bring to the LSTA evaluation process and familiarity with Delaware's library environment. The same team conducted the FFY 2013-2017 LSTA Evaluation and facilitated the development of the FFY 2018-2022 Plan. QualityMetrics staff has worked on more than 50 LSTA evaluation reports. During the past two decades, Bill Wilson has worked on more than twenty local and statewide projects in the First

State. Martha Kyrillidou also completed a small project in the FFY 2019 for DDL, “A Literature Review on Research on Literacy.”

Methodology Question C-2

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

QualityMetrics, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative Public Libraries Survey (PLS) data, and State Program Report (SPR) data formed the basis of our knowledge from the stage of responding to the RFP for an independent evaluator and throughout the evaluation process. Providing a cloud-based storage space for DDL to deposit additional data and files and reflect on the program was the basis of our initial interaction. After conducting an initial Zoom conference call with representatives of the Delaware Division of Libraries at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether goals have been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating DDL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries, (e) a broad-based short survey for library staff and stakeholders with some knowledge and engagement with LSTA-funded activities collecting primarily qualitative contextual information about past activities and future needs.

Researchers and evaluators across the globe are adjusting to the new realities that accompany the pandemic. The technical note below is merely an example.

COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and ‘social distancing’ are expected to last.¹¹

¹¹ OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations

While no on-site visit to the Delaware Division of Libraries was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyrillidou and Mr. William Wilson) had visited the DDL offices in Dover, DE as part of the 2013-2017 LSTA evaluation cycle and on many other occasions. Consequently, the evaluators were somewhat familiar with DDL's operation. Virtual (Zoom) one-on-one interviews were held with the agency State Librarian and with key staff engaged in LSTA and in specific projects carried out under the LSTA Five-Year Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful more so than other times.

Furthermore, the COVID-19 circumstances have strengthened the state library agency role -- during a time of crisis the profession and the communities were seeking advice and often turned to the state library for answers. Many SLAAs responded by holding frequent and regular statewide community meetings with various groups which elevated the importance of the LSTA activities even when they were disrupted by the pandemic. Creative solutions were identified in most instances as most programs had to turn into virtual delivery for most of the pandemic period. In some ways, the record of virtual programming is more evident and its impact more readily documented. However, we do run the danger of minimizing the adverse effects on marginalized communities which often are more difficult to reach during times of crisis such as COVID-19 presented.

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Monitoring community behaviors took place frequently during the pandemic, often resulting in people feeling over-surveyed in many instances. This had an impact on the nature of the statewide web-based survey that was administered in that an extra effort was made to make it as short as was practical.

The web-based survey targeting the library community was conducted between October 18, 2021 and December 2, 2021. The survey provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

Validity and reliability analysis reflect a positivist worldview and in a qualitative naturalistic approach they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays.

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of DDL's LSTA implementation has been enhanced by references to external website links, google maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be

(2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.

recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having two evaluators attend most focus groups and interviews. Shared note-taking was available in real time through shared google documents and drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of DDL's LSTA program was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the DDL leadership team and staff.

Methodology Question C-3

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with DDL engage them?

Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Delaware. Oftentimes, these interactions were enhanced by virtual tours of their library buildings and physical facilities through Google Maps. One-on-one interviews were also conducted with consumers of the Library for the Blind and Print Disabled program.

Bill Wilson and Martha Kyrrilidou met with all the state library agency staff and organized a large town hall meeting where more than 102 stakeholders participated. The meeting had a large group component as well as breakout zoom sessions; each breakout session was facilitated by an evaluator or an agency staff member. A total of twelve such 'small groups' were formed, recorded, and captured in collaborative note-taking answers to question prompts provided by the evaluators.

The focus groups and interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs).

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyrrilidou and Bill Wilson conducted both separate and joint interviews and group sessions and shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Delaware and how it was supported by DDL with LSTA funds. Both investigators participated in many of the agency interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

Methodology Question C-4

C-4. Discuss how DDL will share the key findings and recommendations with others.

DDL will share new findings and recommendations with the Council On Libraries, at Delaware Library Town Meetings and through the agency website.

In summary, the COVID-19 experience forced DDL and Delaware Libraries to pivot much of the programming. Delaware library directors met weekly for the past year to share tips and challenges, and staff participation in professional development showed a 300% increase. Citizens were making use of wireless technology in library parking lots and the online registration of the library card boosted the reach to new people. There was expansion of the eBooks licensed through Overdrive and Hoopla was added. Online programming was delivering virtual segments through online tools such as Zoom and Facebook Messenger and a virtual calendar was available across the state. Curbside checkout was introduced with delivery of book bundles, printing to go, and 3D printing to go. After some initial delay, chromebooks and mifis were available for loan. All services delivered by reference librarians, social workers and employment specialists moved online and a phone line was re-established for those without internet access. Furthermore, library parking lots were used for food distributions, COVID testing, and more! A study by a building consultant that had provided recommendations for Outdoor Library Spaces was very useful as more and more libraries were moving library services outdoors and some innovations were introduced with telehealth kiosks and booths as a result.

The evaluators survey asked libraries which programs were most impactful and responses surfaced basically almost all the programs as very impactful as the following excerpts exemplify:

Of the programs listed, the Delaware Library Consortium overall has had the greatest impact on our library. However, Lifelong Learning efforts have also had an impact on our library as well. If you take pieces of each of these programs then the greatest impact is a bit different. I will say that with the pandemic Library Catalog, Transits, Collections, eResources, and Ask-a-Librarian Delaware have been some of the most useful resources to our community during this new and difficult time.

Almost all the programs above have impacted our library. Our budget would not allow us to offer e-resources, a library catalog, transit, and Ask-a-Librarian. Having an online catalog helps our patrons be independent. Having transit available to the public means we can offer our community anything in Delaware. We only have a small budget and would not be able to keep up with the demands of our patrons if it weren't for transit. Our summer reading program is one of the best in the state. These funds help us give away books, prizes and more to children who would not usually have access. The advertising and system we keep record on, Beanstack, is helpful for record-keeping, keeping up with the century and allowing online access to all.

The support for eResources has had a great impact particularly in 2020, when physical buildings were closed. Ebooks and e-audio were already popular items, but were increasingly utilized during the height of the pandemic.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). DDL, like every other state agency, has been successful in disbursing these one-time additional sources of funding. Often with the same level of staff they had before, they successfully dispersed twice the amount of the LSTA funding as the annual funding stream was augmented with this one-time infusion of support. A big thank you to all parties involved for helping our communities and libraries thrive during the unprecedented times of COVID-19.

Per guidance provided by IMLS, we have not examined the impact of these additional funds; the reason is that it is important to allow for the ability to have continuity of comparability in the five year evaluations as the long-term standing funding formula of LSTA is the traditional population-based formula. Yet, we want to acknowledge the existence of these funds and the many additional projects and activities they supported in the hopes that a look at these activities will indeed provide a fuller and more accurate picture of what happened during the FFY 2018 - FFY 2022 LSTA evaluation period.

These additional funds helped people get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA include some of what was provided by CARES and ARPA:

It would be good--and necessary in COVID times--to increase both the number and types of ebooks available in OverDrive, to reduce wait times, offer more titles in varying formats, and answer patron requests. Our library contributes annually to the ebook funding through our Friends, but the hold times, lack of renewals due to use/holds, and need for more titles does affect patrons' perspective on, and use of, the statewide electronic library. People need "contactless" library services due to COVID and ease of use. Our own patrons' use went from 20% of our monthly circulation to 28% this calendar year so far. I don't see this as a temporary trend. Adding Hoopla helped a little, but we need to more fully support OverDrive--or whatever service DDL uses. Outdoor lockers/pickup machines would also greatly enhance our services beyond our open hours, but I don't think this funding will help there.

patron technology training aimed at low-income & senior computer illiterates

More resources for teens, continue to provide professional development on all topics even new topics such as new social media trends to help libraries connect with a wider audience.

I believe more funding should go into eResources. Technology is forever evolving and the impact on our communities can be lessened if we as libraries can provide for more

eResources. This continued investment would get more people into the library, keep the staff up to date with new technology releases, and continue to show the community how greatly libraries can benefit them. The more people using our services the better we can become at serving them.

LSTA dollars should be partially spent to assist with allowing us to circulate chrome books, hotspots and tablets. Enabling our community to access electronic resources would be very beneficial.

I think the libraries need more art displays of local artists' creations. They also need to work with the 9/11 Museum program for a Remembrance Day exhibit and programs.. We could use more cultural awareness and appreciation programming to make us a cohesive community. Libraries can play a key role in this..

Conclusion

In conclusion, it is fitting to highlight the key strength of Delaware, its community of partners. In the First State, Delaware Partners is a collaboration of more than 312 organizations focused on strengthening information exchange through public libraries. DDL partners with the Delaware Community Foundation and the Delaware Alliance for Nonprofit Advancement to maximize community information sharing across the public and private sectors. Delaware Libraries have developed significant technology infrastructure at locations throughout the state. Examples of successful collaborations include support from the Delaware Division of the Arts for the Summer Library Reading Program, STEM programs in the libraries conducted by the Delaware Aerospace Education Foundation, financial literacy classes held in libraries by the Delaware Financial Literacy Institute's Money School, and the Delaware Heritage Collection of digital images contributed by archives, museums, and historical societies.¹²

The core strength of Delaware is the commitment to the Lifelong Learning goal that Delaware Libraries and Delaware Partners have as their North Star: improve quality of life for every Delawarian; every year important parts of this aspirational goal, the Delaware dream for its libraries, are realized with the support of LSTA funds.

¹² <https://guides.lib.de.us/departners>

APPENDICES

Appendix A: Acronyms

ACS - American Community Survey
ARL - Association of Research Libraries
AIM - Accessible Instructional Materials
ALA - American Library Association
ALS - Academic Libraries Survey
ARPA - American Recovery Plan Act
BARD – Braille and Audio Reading Download Service
CARES - Coronavirus Aid, Relief and Economic Security Act
COL - Delaware Council on Libraries
COSLA – Chief Officers of State Library Agencies
COSLINE - Council of State Library Agencies in the Northeast
COP - Community of Practice
COVID-19 - Coronavirus Disease 2019
DASEF – Delaware AeroSpace Education Foundation
DATI - Delaware Assistive Technology Initiative
DDL - Delaware Division of Libraries
DHC - Delaware Heritage Collection
DHSS - Division of Health and Social Services
DLAS - Delaware Library Access Services
DLC - Delaware Library Catalog
DLSA – Delaware Libraries Staff Academy
DoD - Duplication on Demand
DOL - Department of Labor
DPLA - Digital Public Library of America
EISi - Elementary/Secondary Information System
FFY - Federal Fiscal Year
FTE - Full-Time Equivalent
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
LOC - Library of Congress
LSTA - Library Services and Technology Act
LSWG - Library Statistics Working Group
LTM - Library Town Meeting
MH – Delaware Library Consortium mobile app
NAAL - National Assessment of Adult Literacy

NCES - National Center for Educational Statistics
NLS – National Library Service for the Blind and Print Disabled
OBE - Outcome-Based Evaluation
OCLC - Online Computer Library Center
PLS - Public Libraries Survey
ROI - return-on-investment
SI – Delaware Libraries Social Infrastructure & Social Innovation
SLAA - State Library Administrative Agency
SPR - State Program Report
STREAM - part of the Summer Library Reading Program
ULC – Urban Libraries Council

Appendix B: Interviewees/ Focus Groups

DELAWARE State Library Staff Focus Group on 5/17/2021

Name	Title / Role
Avalos, Juan	AmeriCorps Vista
Brown, Sheri	Administrative Specialist
Businsky, Mark	IT
Clark, Ann Hiller	Administrative Librarian
Cunningham, Marie	Senior Librarian
del Tufo, Tes	Performance Consulting
Deglin, Sarena	Administrative Librarian
Emerson, Beth	Management Analyst
Harrison, Rose	Administrative Librarian
Hughes, Michelle	Administrative Librarian
Karpovage, Christine	Graphic & Web Design
Keough, Stephanie	Social Innovation Specialist
Langley, Patty	Administrative Librarian
Martin, Nickolas	Emerging Technology Consultant
McDonough, Katie	Administrative Librarian
McGee, Kaitlin	AmeriCorps Vista
Norman, Annie	State Librarian / Director
Patton, Danielle	IT
Porterfield, Alta	Statewide State Innovator
Prigoff, Stephanie	Delaware Library Catalog System Administration
Sauselein, Ben	Telecommunications / Network Technologist
Smith, Adam	Information Resource Specialist
Sudowsky, Amanda	Assistant Graphic Designer
Wetherall, Bob	State Data & eBook Coordinator
Williams, Missy	Virtual Reference Services
Wurtzel, Janet	Micro Business Support

Interviews Name	Title	Date
Marie Cunningham	Delaware Library Access Services	1/13/2022
Carrie Lewis	DLAS/LBPH Interview	
James Steele	DLAS/LBPH Interview	
Lynn Patts	DLAS/LBPH Interview	
Marsha Blalock	DLAS/LBPH Interview	
Nancy Levin	DLAS/LBPH Interview	
Sharon Gismonde	DLAS/LBPH Interview	
Sylvia Reid	DLAS/LBPH Interview	
Verita Turner	DLAS/LBPH Interview	
Patty Langley		7/15/2021
Missy Williams		7/15/2021
Katie McDonough	LSTA Coordinator	7/16/2021
Michelle Hughes and Rose Harrison	Delaware Library Catalog	
Town Hall Meeting held on 6/3/2021		
Twelve focus groups on zoom private break out rooms with live collaborative note taking on Google documents (one for each group)		

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018 - 2020)
- Agency website and social media
- LSTA Plan 2018-2022
- Annual Report, FY 2021
- Delaware Council On Libraries Self-Report, August 2021
- Staff Findings and Recommendations Report, Council on Libraries, January 2022
- Professional Development Opportunities for the Week of 210711

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, [State Program Report \(SPR\) report](#)
- Institute of Museum and Library Services, [Public Library Statistics](#)
- Institute of Museum and Library Services, [State Profiles](#)
- Institute of Museum and Library Services [“Grants to States” Conference](#)
- Institute of Museum and Library Services, [State Library Administrative Agency Survey](#)
- National Center for Education Statistics, [Academic Libraries](#)
- National Center for Education Statistics, [Elementary and Secondary Information System](#)
- United States Census Bureau, [Decennial Census](#) (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) [Guidance Note: Good practices during COVID-19.](#)
- UNICEF Evaluation Office (2020) [Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.](#)
- WFP Office of Evaluation (2020) [Technical Note for Planning and Conducting Evaluations During COVID-19.](#)
- UNFPA Evaluation Office (2020) [Adapting evaluations to the COVID-19 pandemic.](#)
- UNDP Independent Evaluation Office (2020) [Event planning and implementation during COVID-19.](#)
- ILO Evaluation Office (2020) [Implications of COVID-19 on evaluations in the ILO.](#)
- FAO Office of Evaluations (2020) [Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.](#)

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.

- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). [The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic](#). Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. [Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums](#). 2021 Report. Washington DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: [Workforce Development Literature Review](#), January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E, Kaiser, A., Hudson, J., & Wan, T. (2021). [Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey](#). Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, "[The pandemic hurt these students the most](#)." In print "Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests." *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? <https://libslide.org/>

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Delaware over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of Delaware?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in, grant funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask their familiarity with LSTA program. If they are unfamiliar you can provide some or all of the below info -
 - a. *The Library Services and Technology Act's (LSTA) "Grants to States" program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*

- b. The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.*
- 3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
 - a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
 - b. Identify where there are materials or data from their projects that it would be useful for us to see.
- 4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high level stakeholder):
 - a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
 - b. Are there any future needs we should be emphasizing in the evaluation?
- 5. FOR SLAA STAFF on specific projects:
 - a. Ask them to talk about the particular programs they are responsible for
 - b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
 - c. What do you see as the needs moving forward for the next seven years?
- 6. ALL: What impact have you seen LSTA dollars have on your state?
- 7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

Delaware LSTA Survey 2021

WELCOME

Every five years, each state library administrative agency in the nation (The Delaware Division of Libraries (DDL) is Delaware's official state library administrative agency) is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be submitted in order to qualify for ongoing Federal funding.

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, LLC, a consulting firm that specializes in evaluation and planning for libraries, is assisting DDL with the evaluation.

As you may know if you participated in a recent Library Town Hall Meeting, QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that DDL submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with DDL staff as well as with representatives of the library community in the state. We'd like your help in assessing the impact of the LSTA program on your library and on the people that your library serves.

You are invited to share your thoughts and ideas by answering three short questions. The survey should take you no more than five to ten minutes at most to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefitted libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Delaware's LSTA program (positive or negative). Thank you in advance for helping the Delaware Division of Libraries serve your community better!

BACKGROUND

Delaware receives approximately \$1 million in LSTA Grants to States funding each year. The largest portion of this funding (about 63%) has been allocated to support of Information Access with programs such as the Delaware Library Consortium (Library Catalog, Transit, Collections, eResources, Heritage Collection, Consortium Partnerships, and Network) and Delaware Library Access Services (talking book and Braille services to individuals with visual impairments or with conditions that make it difficult or impossible to use standard print resources).

The second largest portion (31%) of the budget supports Lifelong Learning efforts. Examples of programs in this category include a variety of initiatives that fall under the general heading of the Delaware Libraries Social Infrastructure & Social Innovation. In recent years, this category has supported the Summer Library Challenge, Unleash Inner Genius, Ask-a-Librarian Delaware, the Delaware Center for the Book, the Delaware Library Card Campaign, and Dewey Delaware.

The remaining portion of LSTA funding (6%) supports "Institutional Capacity" efforts, which are primarily "Professional Development" and training efforts.

It should be noted that many of these programs are only partially supported with LSTA funds. LSTA dollars are used to supplement state and local funds and to foster creativity and innovation in meeting the needs of Delaware's existing and potential library users.

1) Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned above have had the greatest impact on your library and on the people your library serves or could potentially serve? How is library service in your community better because of the investment of LSTA funds?

LOOKING FORWARD

2) Look ahead to the five-year period that will be covered by the next LSTA plan (2023 - 2027). Are there new or emerging needs that should or could be met through the investment of LSTA dollars? How would such investment significantly improve library services in Delaware? (Note that LSTA funding cannot be used for building facilities or for lobbying purposes.)

OTHER COMMENTS

3) Please feel free to offer any additional comments about Delaware's LSTA program. What do you like or dislike about the program? What could be improved? (Note that your responses are confidential and comments will not be identified with an individual or with a specific library.)

OPTIONAL DEMOGRAPHIC QUESTIONS

4) The library that I represent is:

- ☐ A public library
- ☐ A school library
- ☐ An academic library
- ☐ A special library
- ☐ Other (Please specify below.)

If you responded "Other" to the question above, please specify the type of library you represent in the text box provided below.

5) My role in the library that I represent is:

- ☐ Director
- ☐ Manager or Department Head
- ☐ Youth Services Librarian
- ☐ Adult Services Librarian
- ☐ Technical Services Librarian
- ☐ Technology Specialist
- ☐ Library Trustee
- ☐ Other (Please specify below.)

If you responded "Other" to the question above, please specify your role in the library you represent in the text box provided below.

Thank You!

Thank you for taking our survey. Your response is very important to us.

Appendix F: Measuring Success Crosswalk Table

DELAWARE															
Measuring Success Focal Areas and Intents															

Appendix G: Targeted Audiences Crosswalk Table

DELAWARE Target Population Served												
	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Individuals with Limited Functional Literacy or Information Skills	Families	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
	YES											
1.1 Professional Development	YES											
2.1 Delaware Library Access Services					YES			YES	YES	YES	YES	
2.2 Delaware Library Consortium	YES											
3.1 Lifelong Learning	YES				YES			YES	YES			
3.2 Delaware Libraries Social Infrastructure & Social Innovation												

Appendix H: Expenditure Tables

DELAWARE LSTA PROJECT EXPENDITURE SUMMARY											
		PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 1	Institutional Capacity	Professional Development	X	X	X	\$63,812.28	\$70,634.82	\$41,206.28	\$175,653.38	100.00%	5.52%
		GOAL SUBTOTAL				\$63,812.28	\$70,634.82	\$41,206.28	\$175,653.38	100.00%	5.52%
		PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 2	Information Access	Delaware Library Access Services	X	X	X	\$120,413.33	\$117,690.84	\$104,395.65	\$342,499.82	17.32%	10.77%
		Delaware Library Consortium	X	X	X	\$450,723.62	\$625,083.46	\$559,219.60	\$1,635,026.68	82.68%	51.42%
		GOAL SUBTOTAL				\$571,136.95	\$742,774.30	\$663,615.25	\$1,977,526.50	100.00%	62.20%
		PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Goal 3	Lifelong Learning	Lifelong Learning	X			\$404,460.43			\$404,460.43	41.01%	12.72%
		Delaware Libraries Social Infrastructure & Social Innovation		X	X		\$231,606.54	\$175,200.64	\$406,807.18	41.25%	12.79%
		Delaware Communities of Excellence			X			\$174,950.04	\$174,950.04	17.74%	5.50%
		Summer Library Reading Program			X			\$83,895.16	\$83,895.16	8.51%	2.64%
		GOAL SUBTOTAL				\$404,460.43	\$231,606.54	\$434,045.84	\$986,217.65	100.00%	31.02%
		PROJECT TITLE	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
		LSTA PROGRAM ADMINISTRATION				\$5,701.34	\$7,205.33	\$27,219.63	\$40,126.30	100.00%	1.26%
		GRAND TOTAL				\$1,045,111.00	\$1,052,220.99	\$1,166,087.00	\$3,179,523.83		100.00%
		LSTA GRANTS TO STATES ALLOTMENT				\$1,045,111.00	\$1,052,221.00	\$1,166,087.00			

Appendix I: Web-Survey Report

DE LSTA Survey Summary

https://reporting.alchemer.com/r/71852_617a9e8d6cc754.37685340

Findings

The survey received 133 responses, 48 of which were complete. As shown in Figure 1, 91.3% (42) of 46 respondents work in public libraries. 2.2% (1) of respondents indicated they worked in an academic library. 4.3% (2) of respondents indicated they worked in a special library and 2.2% (1) of respondents indicated “other”, specifying they were a government official.

Figure 2 shows that 28.9% (13) of respondents were library directors. 13.3% (6) of respondents were a manager or department head, 2.2% (1) of respondents were a Youth Services Librarian. 6.7% (3) of respondents indicated they were an Adult Services Librarian, 8.9% (4) indicated they were a Technology Specialist. 37.8% (17) of respondents indicated other. Those respondents that answered “other” include school library specialists, community service workers, and circulation technicians.

Figure 1. The type of library in which respondents work.

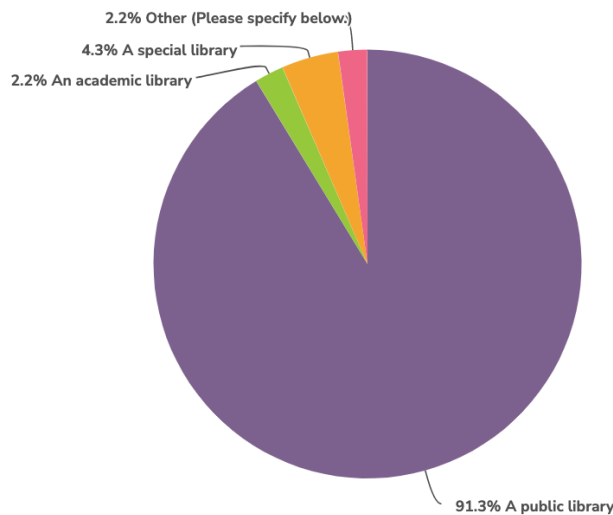
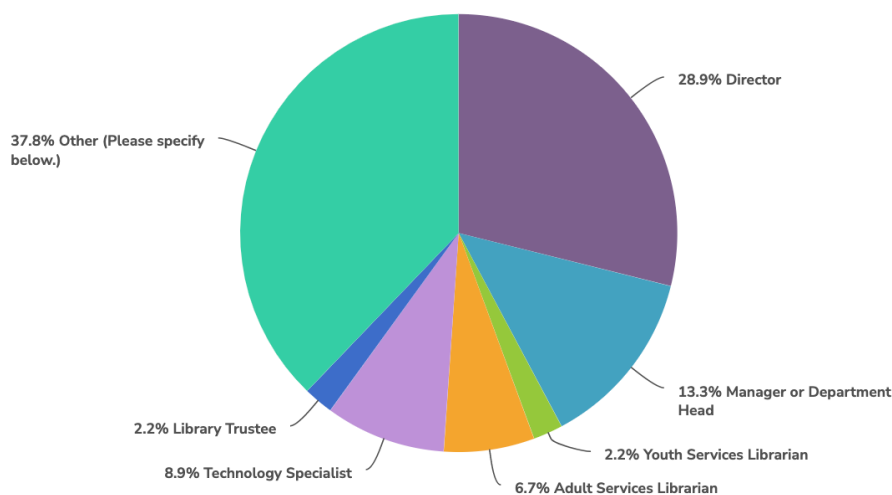


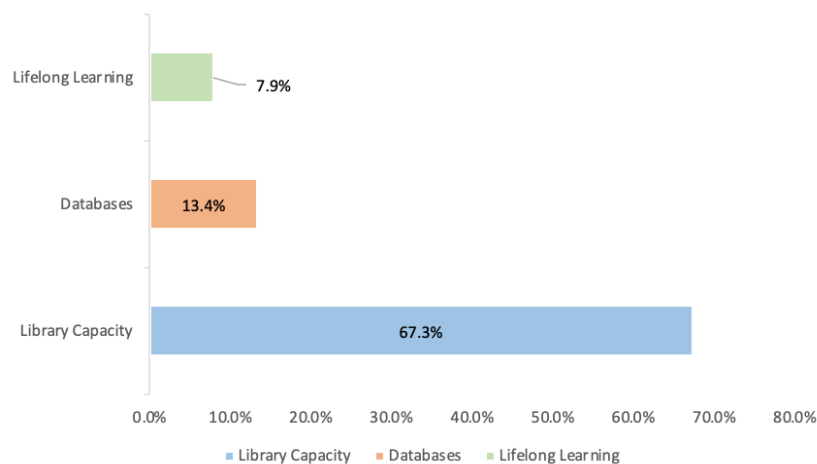
Figure 2. Role of the respondents within their library.



Looking Back

The first question asked respondents to think back over the past three years and discuss which of four LSTA-supported programs had the greatest impact on the library and the people the library serves. This question received 47 responses. Overarching themes found in responses are shown in figure 3 below. By far the most discussed area of expenditures was the Delaware Library Consortium's Library Catalog. 44.6% of respondents (21) indicated that these services were the most impactful. 29.7% (14) of respondents indicated that programs such as the Summer Library Challenge, Ask-A-Librarian, and the Delaware Library Card Campaign. 14.8% (7) of respondents indicated that eResources were useful to their patrons, 8.5% (4) of respondents mentioned lifelong learning resources, and 4.2% (2) of respondents shared that technology such as WiFi and hotspots for patrons.

Figure 3. General themes mentioned by respondents.



Comments on the impact of these programs are below.

Of the programs listed the Delaware Library Consortium overall has had the greatest impact on our library. However, Lifelong Learning efforts have also had an impact on our library as well. If you take pieces of each of these programs then the greatest impact is a bit different. I will say that with the pandemic Library Catalog, Transits, Collections, eResources, and Ask-a-Librarian Delaware have been some of the most useful resources to our community during this new and difficult time.

Almost all the programs above have impacted our library. Our budget would not allow us to offer e-resources, a library catalog, transit, and Ask-a-Librarian. Having an online catalog helps our patrons be independent. Having transit available to the public means we can offer our community anything in Delaware. We only have a small budget and would not be able to keep up with the demands of our patrons if it weren't for transit. Our summer reading program is one of the best in the state. These funds help us give away books, prizes and more to children who would not usually have access. The advertising and system we keep record on, beanstack, is helpful for recording keeping, keeping up with the century and allowing online access to all.

The support for eResources has had a great impact particularly in 2020, when physical buildings were closed. Ebooks and e-audio were already popular items, but were increasingly utilized during the height of the pandemic.

Ask a librarian has been used a lot especially through our facebook page. We did use professional development more during covid.

One-time grants that helped us transition through COVID19 were very helpful. The Delaware Center for the Book does little/nothing. Frontline staff struggle with Dewey Delaware. Summer Reading Program -- this is a win-win. Card Sign-up -- Beneficial to all, (however the

big-ticket events should be rotated throughout all libraries, regardless of size). Professional Development -- excellent. Anchor libraries should not receive bonus funds since those funds are not used to benefit the entire County in most cases.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (fiscal years 2023 - 2027) and discuss changes in the way that LSTA dollars are invested that would significantly improve library services. We received 41 responses to this question. Some areas in which multiple recommendations were made include continuing funding for technology such as hotspots and computers, community support services, digital or eResources, and lifelong learning.

Additional recommendations include:

- Marketing of library services
- Foreign Language collection
- Services for disabled patrons and senior citizens
- Youth and Teen resources
- Staff professional development

Comments for improvements are below.

It would be good--and necessary in COVID times--to increase both the number and types of ebooks available in OverDrive, to reduce wait times, offer more titles in varying formats, and answer patron requests. Our library contributes annually to the ebook funding through our Friends, but the hold times, lack of renewals due to use/holds, and need for more titles does affect patrons' perspective on, and use of, the statewide electronic library. People need "contactless" library services due to COVID and ease of use. Our own patrons' use went from 20% of our monthly circulation to 28% this calendar year so far. I don't see this as a temporary trend. Adding Hoopla helped a little, but we need to more fully support OverDrive--or whatever service DDL uses. Outdoor lockers/pickup machines would also greatly enhance our services beyond our open hours, but I don't think this funding will help there.

patron technology training aimed at low-income & senior computer illiterates

More resources for teens, continue to provide professional development on all topics even new topics such as new social media trends to help libraries connect with a wider audience.

I believe more funding should go into eResources. Technology is forever evolving and the impact on our communities can be lessened if we as libraries can provide for more eResources. This continued investment would get more people into the library, keep the staff up to date with new technology releases, and continue to show the community how greatly

libraries can benefit them. The more people using our services the better we can become at serving them.

LSTA dollars should be partially spent to assist with allowing us to circulate chrome books, hotspots and tablets. Enabling our community to access electronic resources would be very beneficial.

I think the libraries need more art displays of local artists' creations. They also need to work with the 9/11 Museum program for a Remembrance Day exhibit and programs.. We could use more cultural awareness and appreciation programming to make us a cohesive community. Libraries can play a key role in this..

Additional Comments

More collaboration on what is purchased and including the county managers/directors in the planning process would help. Sometimes we don't know about something until the decision has already been made and not everything fits our libraries. The Chromebooks and Hotspots were great but the large Video Teleconference units were cumbersome and rarely used for example. Just including our input while planning can improve buy-in (I believe we are heading in the right direction now, but it hasn't always worked that way in the past.)

The main improvement that I would like to see is getting the information about DDL supported summer performers much sooner. The process can be somewhat chaotic and delayed, which in turn means that since I don't know the dates of the performances until very late, I am not able to promote them as well as I would like. We typically hire performers in January and February, and those dates are set in stone. We are asked for preferable dates for state performers, but this year did not have confirmation of those dates until after summer reading had begun. Our publicity is due in the beginning of April. I need those dates early on so that I can put them on our brochures that are sent to be printed.

Communication and consistency. I have a hard time keeping up with what is on a lib guide versus what is on the consortium. And how to access all the libguides. Often if someone doesn't tell you the link directly, you don't know about it.

marketing and promotion of services, especially how easy it is for folks to access services remotely and how comprehensive those services are....

It would be nice to see NoveList linked with the library catalog similar to how other systems do. This way when patrons use it and find a book they want they are not disappointed to discover we do not own anywhere in the state. Also, an easier method for pulling weed/grubby lists our current systems are not always the most straightforward.

Appendix J: Mapping Delawarean's Basic Needs

INSTITUTE FOR PUBLIC ADMINISTRATION

June 2020



UNIVERSITY OF DELAWARE
BIDEN SCHOOL OF PUBLIC
POLICY & ADMINISTRATION

Mapping Delawarean's Basic Needs:

*Asset Mapping Shows Need and Opportunity
for Streamlined Service Provision*

INTRODUCTION

This brief is the culmination of the Institute for Public Administration's work with the Delaware Manufacturing Extension Partnership. Prepared for the Delaware Division of Libraries (DDL), this brief begins by describing the current process to accessing social services in Delaware, the barriers for accessing services, and recommendations to streamline service provision. This work was completed through the lens of Delaware librarians, who serve as liaisons between the general public and the social services they seek. The brief is meant to update partner organizations on the current work of Delaware Libraries and seek out partners' engagement moving forward.

Delaware is a small state with a high degree of connectivity between people; yet, many Delawareans struggle to find the services they need. Delaware public libraries are on the front lines of this struggle every day. In addition to providing books and Internet access, Delaware's library system is also the social infrastructure that connects customers to applications for unemployment, jobs, housing, and more. Seeing the difficulty Delawareans face when trying to find and request services, the Delaware Division of Libraries seeks to connect all of the current, statewide efforts to streamline the access to services.

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CONNECTING TO SERVICES

A team of DDL Social Innovators and AmeriCorps VISTAs worked with Delaware public libraries to develop connections and services for people in need. Over a decade, stories of those that they served were collected. After analyzing these stories, specific needs and patterns were identified and sorted based on prevalence. These basic-needs categories focus on the lower levels of Maslow's Hierarchy of Needs, such as food and shelter, and social determinants of health, which include aspects of an individual's social, physical, and built environments, as well as their access to health services. The initial analysis confirmed that there is a sequence to addressing needs and providing a stable foundation for people to move forward.

Using their professional information management expertise, DDL created a taxonomy to organize the resources available to meet these basic needs. In partnership with the University of Delaware's Institute for Public Administration (IPA) and the Delaware






Manufacturing Extension Partnership, DDL mapped the needs of those experiencing a crisis, current providers, and services in place to address the crises.

MAPPING COMMUNITY ASSETS

Mapping is a tool that relies on a core belief in asset-based community development. Communities offer needed services—assets—that should be highlighted and encouraged. An asset map is created by identifying available community resources, which can be physical, financial, human, or organizational. Overall, asset mapping provides better insights into the location and distribution of services in present time.

An asset map can take a variety of forms. It can be an actual map, which shows the location, services, programs, and other assets. It also can be a list of programs delineated by category. Furthermore, a map can be based on the need or desire of the community and/or stakeholder group.

Basic Needs Chart Developed by the Delaware Division of Libraries

	 Food/Nutrition	 Shelter/Housing	 Clothing/Hygiene	 Health/Mental Health	 Technology
State Service Provider	Delaware Health and Social Services (DHSS), Department of Education (DOE)	Delaware State Housing Authority	Delaware Health and Social Services (DHSS)	Delaware Health and Social Services (DHSS)	
NEEDS	<ul style="list-style-type: none"> Access to healthy food Financial assistance for food purchase Meals for self and children 	<ul style="list-style-type: none"> Heating assistance Rent assistance Shelter Storage (physical items or documents) Transitional, temporary, or substandard housing 	<ul style="list-style-type: none"> Coats Clothing Hair cut Laundry Shoes Showers 	<ul style="list-style-type: none"> Access to doctors, clinics Dental and optical coverage Insurance Medicaid Specialist appointment Counseling (for mental health, substance abuse, trauma) 	<ul style="list-style-type: none"> Cellphone Credit/Debit Card Stable email account State and social security ID cards

Mapping assets is a crucial communications tool. The mapping process:






- Educates the public on existing services in their community
- Identifies the gap areas where services are needed
- Highlights high-density areas, where duplication or oversaturation of services might occur
- Informs State decisions for distributing fiscal resources and diverse programs
- Supports interagency cooperation in meeting community needs

DELAWARE'S CURRENT ASSETS

Utilizing DDL's network, IPA mapped known assets by putting together a list of services, providers, and access points.

Through interviews and combining existing databases, IPA found that:

1. Despite hundreds of service providers in Delaware, the services are not always accessible to the populations that need them most. For example:
 - In western Sussex County, childcare facilities are too far away for families in need to access.
 - Homeless shelters are specific to sex, age, or veteran status. Thus, many men with children struggle to find available beds.
2. On average, Delawareans must visit three different places to access a single service. For example:
 - Someone looking for childcare must first get doctor's records for their child, then search for facilities in their area, then see if there is space available at the centers they find. Caregivers also need to reach out to see if they qualify for Purchase of Care benefits and daycare facilitates that accept the benefit.

 Training/Education Literacy	 Childcare	 Transportation	 Legal	 Employment/ Income
Department of Education (DOE), Higher Ed	Department of Education (DOE), Office of Early Childhood	Delaware Department of Transportation (DELDOT)	Courts	Department of Labor
Computer skills GED English language skills Literacy Study skills Workplace skills	Access to childcare Affordable childcare Purchase of Care	Access to transportation, public or private Bike share DART bus tickets Funds for gas or bus tickets License, insurance	Immigration Outstanding tickets or warrants Probation/parole Record expungement	Adequate pay Assistance to complete/submit application online Benefits Interview Wardrobe Job and income, financial literacy and management

Based on the Basic Needs Chart, the comprehensive map includes 10 categories of needs:

- 1. Food & Nutrition
- 2. Shelter & Housing
- 3. Clothing & Hygiene
- 4. Health & Mental Health
- 5. Technology
- 6. Training & Education
- 7. Childcare
- 8. Transportation
- 9. Legal
- 10. Employment & Income

Since various entities and providers have their own databases of services that address these needs, IPA compiled a list of the most prominent and robust databases, such as DHSS, Delaware211, Food Bank of Delaware, UnitedWay, Christiana Care, and Unite Delaware. All of these databases are housed separately and may have different target audiences. Some are meant for consumers to use independently; others are meant to be used by providers themselves, or even to be used by social workers. All differ in their level of comprehensiveness, and all struggle to continuously keep their platforms up-to-date with programs, contact information, availability, and specialty populations. DDL has now linked to these resources on LibGuide.

LibGuide for Delaware Service Providers, from the Delaware Division of Libraries

LibGuides

Know what we know.

DelawareLibraries.org

Delaware Division of Libraries / LibGuides / Delaware Partners / Food/Nutrition

Delaware Partners: Food/Nutrition

Delaware Partners brings together public libraries with government agencies, non-profit community organizations, social service agencies, and more across all disciplines to maximize resources and opportunities for Delawareans.

Home000-099 General Computers & e-books100-199 Philosophy & Psychology200-299 World Religions300-300 Social Sciences400-499 Language500-599; 600-699 Science & Applied Science700-799 Arts & Recreation800-899 Literature900-999 History & GeographyAlphabetical ListBasic Needs

Food & Nutrition

In Delaware, 117,320 people are struggling with hunger; 34,750 of them are children. <https://www.feedingamerica.org/hunger-in-america/delaware>

- Food Bank of Delaware
- Delaware 211

Hunger

Definition: Need food for their pantry.

Lack of access to food due to financial constraint, food deserts, etc.

Programs/Resources

- Temporary Assistance for Needy Families (TANF)
- Catholic Charities
- University of Delaware Cooperative Extension
- SNAP Outreach (Supplemental Nutrition Assistance Program)

Free Meals for Children

- Summer Food Service Program

Food Pantries

- Food Bank of Delaware
- Hope Dining Room
- Sunday Breakfast Mission

Also, St. John the Beloved Parish Communities/Churches

School Food Pantries

Nutrition

Definition: Lack of nutritious foods.

Lack of nutrition awareness and/or education or experience with cooking/accessing nutritious food.

Programs/Resources

- Camp FRESH (ChristianaCare)
- First State Community Action Agency
- University of Delaware Cooperative Extension

Also, Healthy Food Access (no Delaware agencies)

Cooking Classes

Financing nutritious food shopping

4

Delaware Division of Libraries - LSTA EVALUATION 2018-2022

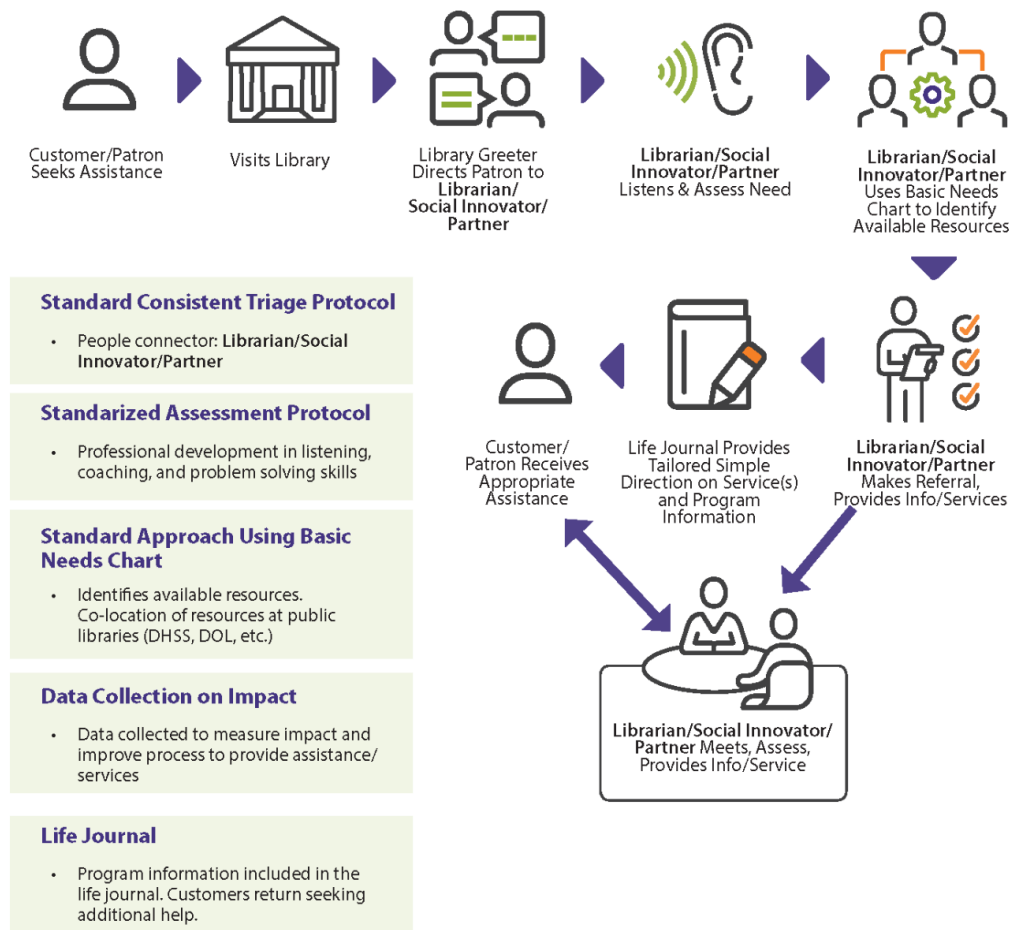
53

IDEAL STATE

With multiple databases available to find services, it can be very overwhelming for a person in crisis to navigate. Thus, people often seek assistance in gaining necessary services. However, if someone needs several services, they may need to see multiple people to gain just one service. This map illustrates the flow of seeking assistance from the customer's perspective in an ideal

experience. The ideal state focuses on streamlining the process in which the service(s) are provided to the customer. This will improve the customer experience and ensure the customer receives the appropriate service when needed with minimal hand-offs to different providers. Ideally, one provider would be able to access information on all areas of need, regardless of the provider's specialization.

Future State Map: Libraries, High Level Map of Services & Resources to Meet Basic Needs



COUNTERMEASURES & NEXT STEPS

Equipped with their maps, DDL invited librarians and partners to a town hall meeting in December 2019. Partners were asked to discuss the maps and gaps they experienced. Over 160 librarians and partners participated and noted that they already have an established resource guide for sharing this information, but struggle to identify services available in real time (i.e., hard to know when shelters are full). Furthermore, there is not a streamlined database of services designed for providers who are responsible for service delivery. At DDL's town hall, providers expressed interest in an inward facing database, which would allow providers to communicate directly with one another in real time regarding new program updates, availability or at-capacity status, and updated contact information.

CALL TO ACTION

In order to address the need for a single, up-to-date, inward and outward facing streamlined database and platform of services, Delaware services providers must

better integrate partnerships and database platforms. This means working toward a single, streamlined database of services with both an outward and inward facing mechanism.

When partners begin working on this streamlining, it is important to keep the Basic Needs Chart taxonomy at the forefront. Without this common language and organization, any platform will struggle to be user-friendly, complete, and effective.

Ultimately, creating a streamlined, public-facing platform, grounded in an organized taxonomy, will allow service providers to effectively address and meet Delawareans' basic needs. By participating in a shared platform, service providers will be equipped to address community needs and make progress. DDL looks forward to collaborating with all partners to make this vision a reality.

For more information, please see the LibGuide or contact the State Librarian, Annie Norman at annie.norman@delaware.gov.



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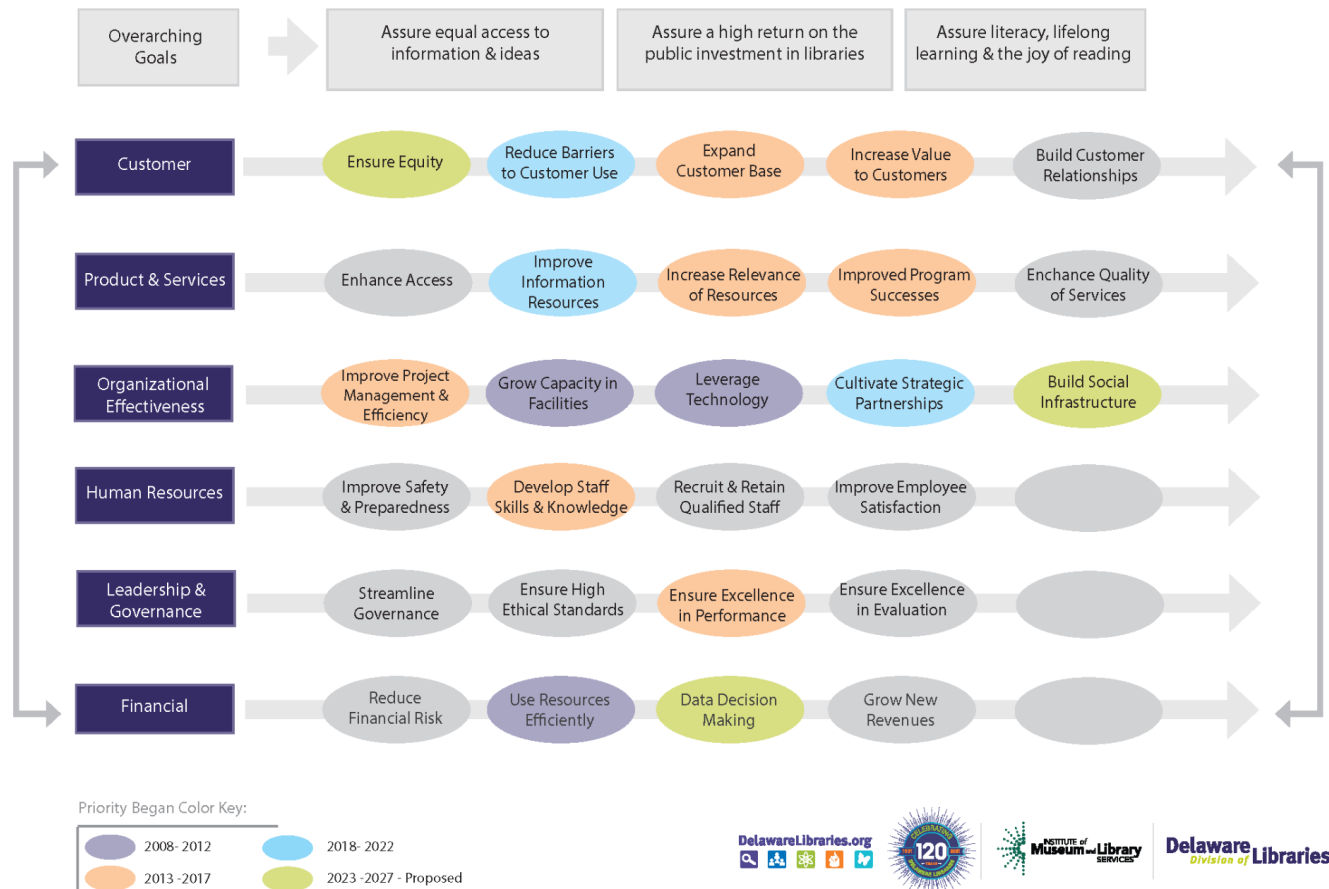
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Appendix K: DDL Strategy Map

Strategy Map/Overarching Goals



Draft: May 2021